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Finance and Administration
Division

Alberta
EDUCATION

TASK FORCE REPORT

ON THE FUTURE OF

BONNYVILLE CENTRALIZED HIGH SCHOOL

Finance and Administration Division

Alberta Education

Edmonton, Alberta T5K 0L2

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TASK FORCE REPORT
ON THE FUTURE OF
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A proposal has been advanced for dissolution of the joint agreement by which the Bonnyville Centralized High School (BCHS) presently operates and for establishment of two separate high schools in Bonnyville. As part of the proposed plan, BCHS could be taken over by the Lakeland RCSS District No. 150 at which time the Lakeland School District No. 5460 would be required to establish its own high school.

As a preliminary and necessary step to making such a decision, the trustees of both districts operating in Bonnyville asked Alberta Education to establish a Task Force, conduct a feasibility study, and provide both boards and the public at large with information whereby an informed decision might be reached.

This report contains the findings of the feasibility study conducted by the Task Force. It is provided to the trustees of the Lakeland School District No. 5460, the Lakeland RCSS District No. 150 and to the public. While the findings of the Task Force are reduced to some recommendations, it is the responsibility of the elected school trustees to make the final decisions in the best interests of their students and the community.

As a background for this study it is useful to review some of the studies and planning that have taken place in the Bonnyville area in the past few years.

The Swift Report ("An Inquiry Into School Affairs: Bonnyville Area" dated January, 1973) discussed many aspects of education and governance in the Bonnyville area. Among the findings pertaining to BCHS and reported by Dr. Swift was that "...from a variety of directions came praise for the program, the staff, the rapport and the influence of the school. Many pleas were made to do what might be necessary to get its (BCHS's) legality cared for but by no means to allow its service and nature to be interfered with."

The Sage Institute Report ("The Future of Education in the Bonnyville/Cold Lake/Grand Centre Area of Alberta" dated August 1980) found that there was a strong desire in the area for enriched and broadened educational programs--the sorts of programs offered in larger high schools and composite high schools.

It would be surprising if the public's positive assessment of BCHS has changed since Dr. Swift's report was prepared or if its desire for richer educational programs for students in the area has waned since The Sage Institute Report was prepared in 1980.

While the economy in the Bonnyville area was buoyant, many optimistic plans for school facilities surfaced. Among these was one that became known as the "tri-campus concept". This plan proposed development of a separate set of facilities for public high school students, Catholic high school students, and Lakeland College students all on one site and all integrated with a core facility that could have included a library, gymnasiums, vocational facilities, and other services which, when provided on a smaller scale, are prohibitively expensive. As a part of the overall tri-campus concept, the Bonnyville Centralized High School (BCHS) might have been taken over by Lakeland College or some other agency. This plan, which was predicated on substantial growth in the area, would have made it possible for students to have access to a broadened range of programs.

The vision for a tri-campus complex faded as the current recession deepened.* All that remains today is the desire, on the part of Catholic trustees and administrators, for a Catholic high school in Bonnyville. In contrast, the trustees and administrators of the Lakeland School District No. 5460 are opposed to development and operation of separate high school facilities because of the inevitable weakening such a move would have on the educational programs in both schools.

Alternatives Under Review

There are two alternatives that are examined in this report. The **first** alternative is continuation of the operation of BCHS as a joint high school. Because it represents no change from the present way of providing high school education in Bonnyville, this alternative is referred to as the **status quo**.

The **second** alternative involves the takeover of the BCHS by the Lakeland RCSS District No. 150 and the development of a second separate high school facility to serve students in the Lakeland School District No. 5460. This alternative is referred to throughout this report as the **BHCS takeover**.

Throughout this report the **Catholic district** refers to Lakeland RCSS District No. 150 and the **public district** refers to Lakeland School District No. 5460.

The question of feasibility is assessed by examining five areas of concern: enrolments, programs, staffing and operating costs, capital costs, and fiscal capacity. Throughout the report feasibility is assessed by drawing comparisons between the two alternatives outlined above--the **status quo** and the **BCHS takeover**.

Enrolments

Enrolments in the schools in the Bonnyville area have been relatively stable over the past three years (1981 (1713), 1982 (1714) and 1983 (1717)). High school enrolments at BCHS have been 493, 493 and 483 in the years 1981 to 1983 respectively. The present enrolment pattern at BCHS is shown in Table 1.

***It should be noted that a resource industry demand study is underway under the direction of Alberta Manpower. The study is slated for completion by August 31, 1984.**

Table 1

Senior High School Enrolment (BCHS)
(Based on 1983 Data)

Grade	Protestant	Catholic	Other*	Total	Percent of Total
10	94	69	6	169	35.0
11	74	80	8	162	33.5
12	79	72	1	152	31.5
Total	247	221	15	483	100.0
Percent of Total	51.2	45.7	3.1	100.0	

*Includes DND and Indian students

Appendix 1 contains 1983 enrolment statistics for all of the schools that serve as feeder schools to BCHS (i.e. Bonnyville public and Catholic schools plus Ardmore, Fort Kent and Iron River).

Table 2 identifies potential enrolments at BCHS on the basis of presently enroled students in area schools (Column 1) and the enrolment potential that might be achieved if an average annual growth rate of 1.5 percent occurs (Column 2). The enrolment estimates contained in Columns 1 and 2 assume a dropout rate of eight percent between grade 10 and 11 and between grade 11 and 12. Column 3 contains enrolment projections for BCHS as contained in the Sage Institute Report ("The Future of Education in the Bonnyville/Cold Lake/Grand Centre Area of Alberta") dated August 1980. It is readily apparent that the growth envisaged in that report in 1980 has not materialized.

Table 2

High School Enrolment and Space Projection

	(1) Enrolment Predicted by Present Enrolments*	(2) Enrolment Based on 1.5% Growth on 1983 Enrolment** (see Column 1)	(3) Enrolment Predicted in Sage Report Aug. 1980
1983	483	483	572
1984	481	489	607
1985	498	514	627
1986	517	541	641
1987	508	541	615
1988	476	529	595
1989	466	505	600
1990	468	521	---
1991	481	531	---
1992	501	556	---

* These students are presently enroled in schools in the Bonnyville area (refer to Appendix 1). An eight percent dropout rate is assumed to occur between grades 10 and 11 and grades 11 and 12.

** Assumes a 1.5 percent growth factor and the same dropout rate as noted above.

Appendix 2 contains two sets of enrolment projections. The status quo projection indicates the number of pupils that each district might have in the Bonnyville area and in the total district. The BCHS takeover scenario provides the same sort of projection but it is based on a division of pupils between the districts on the basis of the current ratios (see Table 1). In both cases growth projections are at a rate of 1.5 percent per year. While conservative, these projections are believed to be reasonable in the short and intermediate planning periods. Indeed, 1.5 percent has been used as a reasonable growth figure in educational planning across the province.

Table 2 and Appendices 1 and 2 support the conclusions that: both districts will experience some growth over the next ten years; there may be an increase of 18 to 77 students at BCHS by 1992; and none of the projections are of the magnitude predicted in the Sage Institute Report of August 1980.

Programs

The Task Force conducted a review of the present program at BCHS with a view to determining program potentials for the two schools that would exist after dissolution of the BCHS joint agreement. It should be stressed that the program review which was undertaken did not constitute a formal evaluation of BCHS. That is to say it did not examine or evaluate: instructional quality, student progress, educational programs, teacher effectiveness, or administration and other services.

The program review was undertaken on the basis of a number of assumptions: (1) there are a number of required courses that any high school program must include to meet diploma requirements; (2) courses with potential enrolments of fewer than 10 students would probably have to be dropped from the program; (3) demand for French and Religion courses would probably be greatest in the Catholic schools; and (4) all presently identified needs should continue to be met. For example, it was assumed that a program should continue to be offered to meet the needs of students pursuing a general high school diploma as well as a program suitable for academically oriented students.

Prior to completing the program review, the validity of these assumptions was tested by discussing them with the superintendents from both districts and with the principal of BCHS.

On the basis of the foregoing assumptions, it became evident to the Task Force that each high school would probably end up offering a program significantly weaker than the one presently offered at BCHS. The present program, as reported in official documents, is presented in Appendix 3. Table 4 shows the present low enrolment in many courses offered at BCHS. These courses would probably be dropped if the present enrolment was split between two high schools. Table 5 identifies 28 courses (120 credits) that might be lost to the public high school students and 24 courses (108 credits) that may be lost to the Catholic students. Compared to the present 399 credits offered at BCHS, the public high school may be able to offer 279 credits and the Catholic high school might reasonably offer 291 credits. Table 3 identifies 30 courses (134 credits) that are regarded as required courses. After meeting the required program, the public district may offer about 145 additional credits. The Catholic district may offer 157 credits beyond the basic requirements.

The impact of the reduced program would be most dramatic for those students pursuing a general high school diploma. Unlike the academically inclined students who choose most of their courses from the required list, the students in the general diploma program choose courses outside the academic stream--they choose from the optional courses. In the event that two high schools are established in Bonnyville, the Task Force feels that the range of optional courses would be substantially reduced.

Table 3

Courses Required in Alberta High Schools To Meet High School Diploma Requirements

Grade	Course	Credits
10	English 10	5
	English 13	5
	Social Studies 10	5
	Mathematics 10	5
	Mathematics 13	5
	Mathematics 15	5
	Biology 10	3
	Chemistry 10	3
	Physics 10	3
	Science 11	3
	Physical Education 10	5
		47
11	English 20	5
	English 23	5
	Social Studies 20	5
	Personal Psychology 20	3
	General Psychology 20	3
	General Sociology 20	3
	Western Canadian History 20	3
	Mathematics 20	5
	Mathematics 23	5
	Mathematics 25	5
		42
12	English 30	5
	English 33	5
	Social Studies 30	5
	Mathematics 30	5
	Mathematics 31	5
	Mathematics 33	5
	Biology 30	5
	Chemistry 30	5
	Physics 30	5
		45

Courses Required:	Grade 10	47 Credits
	Grade 11	42 Credits
	Grade 12	45 Credits
	Total	143 Credits

Table 4

Low Enrolment Courses Subject to Elimination

Course	Credits	Present Enrolment at BCHS
Reading 10	5	13
Ukrainian 10	5	11
Physical Education 10	3	10
Religious Studies 15	3	13
Clothing and Textiles 10	5	18
Instruction Religieuse 15	3	12
Dactylographie 10	5	19
Mathematiques 10	5	19
Biologie 10	3	16
Chemie 10	3	14
General Sociology 20	3	12
Mathematics 25	5	19
French 21	5	14
Langue et Lit 20	5	12
Ukrainian 20	5	08
Religious Studies 25	3	09
Shorthand 20	5	10
Instruction Religieuse 25	3	12
Office Procedures 20	5	18
Etudes Sociales	5	12

Table 5

High School Courses That Risk Being Dropped in a Two-School Plan

Grade	Course	Credits
10	Reading 10	3
	Langue et Lit 10	5
	Ukrainian 10	5
	Physical Education 10	3
	*Religious Studies 15	3
	Clothing and Textiles 10	5
	*Instruction Religieuse 15	3
	Dactylographie 10	5
	Mathematiques 10	5
	Biologie 10	3
	Chemie 10	3
		43
11	General Sociology 20	3
	Mathematics 25	5
	French 21	5
	Langue et Lit 20	5
	Ukrainian 20	5
	*Religious Studies 25	3
	Shorthand 20	5
	*Instruction Religieuse 25	3
	Office Procedures 20	5
	Etudes Sociales 20	5
		44
12	French 31	5
	Langue et Lit 30	5
	Art 30	5
	Law 30	5
	Office Procedures 30	5
	Typewriting 30	5
	Instruction Religieuse	3
		33

* May be offered in Catholic High School

Dropped Courses:		
	Grade 10	37 - 43 Credits
	Grade 11	38 - 44 Credits
	Grade 12	33 Credits
	Total	108 - 120 Credits

In some small high schools a good deal of double programming occurs. For example, Typing 10, 20 and 30 may be offered concurrently by one teacher in one classroom. Because there are so few two and three course sequences among the low enrolment (and endangered) courses, the potential for double programming is reduced. It is also noteworthy that no double programming presently occurs at BCHS.

Table 6 shows the relationship between enrolments at small high schools and the program offerings. Without double programming, the relationship appears to be that about one credit is offered for each pupil in attendance. The implication is that by splitting BCHS, there would be a substantial reduction in course offerings. This could be a long term problem because the enrolment statistics in Table 2 indicate that the enrolments, when split between two districts, will not exceed 300 in either school district until sometime after 1992.

While 51.2 percent of the present BCHS enrolment is made up of public school students and 45.7 percent represents Catholic students, there may not be a comparable split if the Catholic district takes over BCHS and a second high school is established for students of the public district. Without extensive use of local attendance policies and regulations, many of the public school students may elect to remain in BCHS to complete their programs. Others may choose to remain in BCHS in order to be with friends and to be part of the BCHS social group. This could have a marked impact for the short and medium term (2 to 5 years) following any split. Indeed, if uncontrolled, the Catholic system could acquire enough students to enable it to offer a broader program than that discussed above--perhaps little different from that already at BCHS. That may, in turn, attract more students and the whole situation may snowball. If that were to happen, the Catholics could have a very viable high school operation and the public district would end up offering a very small and ineffective program.

Clearly then, if attendance policies and regulations are not used, one school could end up with the majority of the students. On the other hand, if pursuit of the sorts of program or social desires just mentioned were thwarted, there could be some negative backlash from students and their parents.

This potential problem was reviewed with the superintendents of both districts. They assured the Task Force that policies and regulations are already available which could be used to ensure that students, following establishment of two high schools, would go to their designated schools.

In summary, the program review has yielded several significant findings. First, neither high school would be able to offer as broad a program as is presently the case at BCHS without a good deal of double programming. Because many of the courses that will likely be dropped are at the Grade 10 level, and because few of the remaining courses are offered at the Grade 11 and 12 level, there is not much opportunity for double programming.

Table 6

Small High School Enrolment and Credit Patterns*

School	Enrolment	Credits
Sedgewick Central High School Sedgewick County of Flagstaff No. 29	218	258
South Central High School Oyen Acadia School Division No. 8	126	126
Hanna High School Hanna Rangeland School Division No. 9	190	188
Springbank Community High School Calgary Rocky View School Division No. 41	299	298
Old Scona Academic High School Edmonton Public School District No. 7	245	198
E. W. Pratt High School High Prairie High Prairie School Division No. 48	285	368**

* Only six Grade 10 - 12 high schools in Alberta operate with fewer than 300 students (1983 statistics)

** Involves extensive double programming

Second, there would be a decrease in the variety, range and sequence of courses popular with non-academic students. Affected courses might include home economics, industrial education, business education, fine arts and second languages.

Third, 13 courses are presently offered with French as the language of instruction. These courses would probably be dropped, at least at the public school, because of low enrolments.

Staffing and Operating Costs

Dissolution of BCHS and establishment of two small separate high schools may make it difficult to employ some staff on a full time basis in their areas of specialization. As a result, some teachers with specializations may be required to teach outside their area of specialization. Perhaps it is a coincidence but the business education and English teachers are mostly non-Catholics and all of the science teachers are Catholic. In the event that two high schools are established, the science teachers may go to either school but the public district would be unable to employ all of the present business education and English teachers. At the same time the Catholic district may choose not to hire non-Catholic teachers. If that becomes the case, the excess non-Catholic teachers would have to seek employment elsewhere.

An even more serious issue is that of operating costs. Establishment of two high schools would likely increase operating costs significantly and these increased costs would recur year after year.

The operating costs associated with the status quo and with the BCHS takeover can be compared. Two assumptions are necessary. The first assumption is that teachers will carry an average teaching load of 35 credits. The second assumption is that teachers will earn an average annual salary of $32,000, which is the provincial average. If teachers in Bonnyville are more highly paid, or if they carry a smaller credit load, then the costs associated with dissolution may be even higher than those shown in Table 7. Table 7 is a comparison of teaching costs for the two alternatives under consideration and in keeping with the assumptions outlined above.

The cost of staffing two small high schools is $521,600 per year which indicates that the two-school concept is $156,800 more costly to operate than the present BCHS alternative. This is over and above any added costs that may arise due to increased administrative functions, added maintenance, and added custodial services required as a result of operating separate facilities. These latter expenses have not been calculated because ingenuity may lead to practices and procedures capable of holding these costs to a minimum. The bottom line, however, is that a reduction in the instructional program of 108 to 120 credits in each of the two schools (28.5 percent of the BCHS program) increases costs over the BCHS model by $156,800 or 43 percent. Simply stated, substantially less program costs more money.

Table 7

A Comparison of Program Costs

Configuration	No. of Credits Offered	No. of Staff Required*	Cost**
Alt. 1: Status Quo			
Operate BCHS only	399	11.4	$364,800
Alt. 2: BCHS Takeover			
Future Public High School	279	8.0	256,000
Future Catholic High School	291	8.3	265,600
Combined Cost		16.3	521,600
Increased Cost (Alt. 2 over Alt. 1)		4.9	$156,800

* Based on 35 credits per teacher.
** Based on an average annual salary of $32,000 (the provincial average).

In addition to significantly higher instructional costs other areas which may be expected to contribute to increased costs because of duplication are: libraries, audio-visual equipment, science facilities, gyms, administrative and staff facilities, physical education equipment, computers, and home economics and industrial arts shops.

Capital Costs

From Appendix 4 it can be seen that there is presently little excess space in the schools in Bonnyville although both districts have considerable excess space elsewhere.

With growth of 1.5 percent per year (the expected provincial norm) BCHS would require about 75 spaces almost immediately. The Catholic district would require about 75 spaces by 1988 but little additional space until after 1990 (see Appendix 5).

The cost of the total requirement of 150 spaces is shown in Table 8 under the heading "Status Quo".

If the BCHS were taken over by the Catholic district, the facility requirements might be as outlined in Appendix 5 (BCHS takeover). Under that scenario, BCHS would have to be purchased by the Catholic district and the public district would have to provide about 350 pupil spaces by 1990. The cost of BCHS is estimated at 75 percent of its replacement cost, 75 percent representing the remaining useful life of the facility. These costs are detailed in Table 8 under the heading "BCHS takeover".

The capital costs associated with the BCHS takeover by the Catholic district are $3,587,500 which is more costly than the $1,537,500 required under the status quo. The reason for the additional $2,050,000 is that most of the excess space acquired by the Catholic district in BCHS would have to be offset by new space in the public district.

Table 8 summarizes the capital costs associated with the two alternatives. The establishment of two high schools as described under the "BCHS Takeover" would be more expensive than maintaining the status quo --more expensive for all parties, the public district, the Catholic district and the provincial government.

Fiscal Capacity

The proposal to depart from the status quo and to establish two separate high schools would involve added costs, both operating and capital. The question that must be answered next is; "Can the districts afford to depart from the status quo?"

The assessment of the financial position of the two districts (included as Appendix 6) suggests that the public district should exercise caution in undertaking any new unsupported debts.

Table 8

A Comparison of Capital Costs[a]

	Status Quo[b]	BCHS Takover[c]
Local[d]		
Public	$ 95,325	$ 399,160
Catholic	208,715	358,020
Government	1,233,460	2,830,320
Total	$1,537,500	$3,587,500

a. Costs are calculated on the basis of $\$890/m^2$ plus $\$135/m^2$ for distance allowance--total construction costs being $\$1,025/m^2$.

b. 75 student spaces (750 m^2) to be supported jointly at BCHS and 75 student spaces (750 m^2) to be built in the Catholic district.

c. Catholic district takes over BCHS which includes 5146 m^2 of space.

350 new spaces (3500 m^2) to be built in public district. All of the assets from the takeover of BCHS ($1,977,990) to be applied to the new space.

d. Differences in utilization ratios and assessments for the two districts result in different levels of government support for capital projects. The current support levels are:

Public district - 75.2 percent
Catholic district - 81.9 percent

Conclusions and Recommendations

Five aspects of the feasibility concept have been analyzed by the Task Force in the course of preparing this report. These aspects are enrolments, programs, staffing and operating costs, capital costs and fiscal capacity. Each has given rise to its own set of conclusions.

An analysis of enrolments supports the conclusions that: (1) both districts would experience some growth over the next ten years; (2) the anticipated growth would not be sufficient to justify separate high schools capable of the efficiencies found at BCHS today; (3) there could be an overall increase of 18 to 77 students at BCHS by 1992 and (4) projected enrolments fall far short of the enrolments anticipated as recently as August, 1980 in the Sage Institute Report.

When subjected to careful review, it was found that the current programs found at BCHS cannot be duplicated (except at an extremely high cost) in two smaller separate high schools. Indeed, there would likely have to be a reduction in the programs offered in separately operated high schools by about 28 percent --24 to 28 courses would have to be dropped. The non-academic students would suffer most as a result of this program reduction. Many of the students who enjoy instruction in French would also be deprived of their program.

An analysis of staffing and operating costs indicated that, over and above marked increases in equipment and duplicated facilities, offering a program in two facilities will cost 43 percent more than the present program at BCHS, yet the program will have been reduced by 28 percent. "Less costs more" when delivered through two schools rather than through BCHS.

Providing facilities for separate high schools increases the overall costs for facilities in the Bonnyville area by $2,050,000. In a period of restraint such as we are now in, neither local taxpayers nor the government can be expected to look with favor on such a decision--especially when the educational offerings are significantly reduced from what exists currently.

An analysis of the fiscal capacity of each district indicates that the public district should be cautious about increasing its unsupported debt.

After considering the reduced program offerings and the impacts such a reduction could have on students (especially the non-academic students), the Task Force is unable to endorse the proposal for takeover of BCHS by the Catholic district or for the establishment of two high schools in Bonnyville. Indeed, the Task Force finds the proposal to dissolve the BCHS and to establish two small high schools to be contrary to the aspirations and desires of the community as reported in earlier studies.

Finally, in view of the 1984-88 Capital Plan introduced in January, 1984, it must be acknowledged that the School Buildings Board would be reluctant to approve additional high school space in Bonnyville when adequate space is already available and when the approval of new space will only contribute to a reduction in the breadth of available educational programs.

On the basis of the findings and conclusions of this study:

1. The Task Force recommends that the present arrangements for delivering high school education in Bonnyville should be continued. The BCHS should continue to be used to provide high school instruction to all high school students in the Bonnyville area.

2. The Task Force recommends that a new agreement should be completed whereby joint use of BCHS will be guaranteed for at least five years or until such time as the enrolments grow to a level where two high schools could be operated efficiently.

If after careful consideration, either district still wishes to pursue establishment of separate high school facilities, that district should submit a Capital Plan to the School Buildings Board for consideration. It may be anticipated that the School Buildings Board will be reluctant to approve new high school space in Bonnyville when adequate space is already available and the new facilities will not enable offering an enhanced educational program.

Though approval has been given to modernize St. Dominic's, Notre Dame Elementary School and BCHS, the modernization of BCHS should be held in abeyance until the issue of jointly operated separate high schools is resolved. Because added space will be needed shortly at BCHS, if it is to continue operating as a joint venture, the future of BCHS should be decided as quickly as possible. The School Buildings Board may be expected to be reluctant to approve added space at BCHS unless there is some sort of guarantee that it will continue to be fully utilized for at least five years.

Bonnyville Area Enrolments (September 30, 1983)

School	ECS	1	2	3	4	5	Grade 6	7	8	9	10	11	12	Total
Lakeland No. 5460														
Duclos	13	16	19	20	18	14	27	25	20	22				194
Bourgoin	11	30	33	24	30	17	19	22	20	24				230
BCHS											169	162	152	483
Subtotal	24	46	42	44	48	31	46	47	40	46	169	162	152	897
Fort Kent	9	7	12	9	10	6	8	13	15	10				99
Ardmore	11	22	15	23	16	15	22	21	28	15				188
Iron River	10	20	16	15	14	11	20	19	21	12				158
Subtotal	30	49	43	47	40	32	50	53	64	37				445
Lakeland RCSSD No. 150														
Notre Dame Elem.	52	95	83	75	82	90	68							545
Ecole Notre Dame								84	82	88				254
Subtotal	52	95	83	75	82	90	68	84	82	88				799
Other (DND and Indians)*	3	6	6	6	6	6	6	6	6	6				57
Regional Total	109	196	174	172	176	159	170	190	192	177	169	162	152	2198

* Estimated

Population Projections (Status Quo)

	Growth Rate (%)	1983 Base	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993
Lakeland No. 5460 (Excluding Bonnyville)	1.5*	2142	2174	2207	2240	2273	2208	2342	2377	2413	2449	2486
Bonnyville Area**	1.5	913	927	941	955	969	984	998	1013	1028	1044	1060
Lakeland RCSSD No. 150 (Excluding Bonnyville)	1.5	434	441	447	454	461	468	475	482	489	496	504
Bonnyville Area**	1.5	804	816	828	841	853	866	879	892	906	919	933
Lakeland Region (Total)	1.5	4293	4357	4423	4489	4556	4625	4694	4765	4836	4909	4982
Bonnyville Area ** (Total)	1.5	1717	1743	1769	1796	1822	1850	1877	1905	1934	1963	1993

* Probable growth rate.

** Includes high school enrolment from Ardmore, Fort Kent and Iron River.

Population Projections (BCHS Takeover)

	Growth Rate (%)	1983 Base	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993
Lakeland No. 5460 (excluding Bonnyville)	1.5*	2142	2174	2207	2240	2273	2308	2342	2377	2413	2449	2486
Bonnyville Area**	1.5	692	702	713	724	734	745	757	768	780	791	803
Lakeland RCSSD No. 150 (excluding Bonnyville)	1.5	434	441	447	454	461	468	475	482	489	496	504
Bonnyville Area**	1.5	1025	1040	1056	1072	1088	1104	1121	1138	1155	1172	1190
Lakeland Region (Total)	1.5	4293	4357	4423	4489	4556	4625	4694	4765	4836	4909	4982
Bonnyville Area ** (Total)	1.5	1717	1743	1769	1796	1822	1850	1877	1905	1934	1963	1993

* Probable growth rate.

** Includes high school enrolment from Ardmore, Fort Kent and Iron River.

SCHOOL INFORMATION

SCHOOL NAME *Bonnyville Centralized High School*

SCHOOL CODE *2950*

SCHOOL ADDRESS *Bag B*
BONNYVILLE, Alberta
TOA OLO

SCHOOL TELEPHONE *826-3366*

HIGH SCHOOL ENROLMENT TRENDS AND PROJECTIONS

Grade	Years									
	81-82	Cred	82-83	Cred	83-84	Cred	84-85	Cred	85-86	Cred
X	169	135	183	145	169	155	167		174	
XI	161	152	171	163	162	141	171		167	
XII	162	123	151	133	152	103	165		171	
TOTALS	492	410	505	441	483	399	503		512	

PRESENT

SENIOR HIGH ENROLMENT 1983-84	
GRADE	TOTAL ENROLMENT
X	169
XI	162
XII	152
TOTAL	483

POSSIBLE

SENIOR HIGH ENROLMENT			
GRADE	PROJECTED ENROLMENT		
	PROTESTANT	CATHOLIC	DND
X	94	69	1+2
XI	74	80	8
XII	79	72	2
TOTAL	247	221	16

D-Doubtful
R-Required
P-Possible
VD-Very Doubtful

GRADE X COURSES

PRESENT POSSIBLE

COURSE CREDIT	H.S. Dipl. Req.	COURSE NAME (01)	NO. OF CLASSES (03)	ENROLMENTS			PROTESTANT	CATHOLIC
				TEN MONTH (04)	FIRST SEMESTER (05)	SECOND SEMESTER (06)		
5	✓	English 10	4	115			R	R
5	or ✓	English 13	5	72	29		R	R
3		Reading 10 *	1	13			D*	D*
5	✓	Social Studies 10	7	167			R	R
5	✓	Mathematics 10	4		57	43	R	R
5	or ✓	Mathematics 13	2		34	28	R	R
5	or ✓	Mathematics 15	2	13	28		P	P
3	✓	Biology 10	7		60	97	R	R
3	or ✓	Chemistry 10	6		84	44	R	R
3	or ✓	Physics 10	3		56	26	R	R
3	or ✓	Science 11	2			70	P	P
5		French 10	3		26	37	P	P
5		French 11 *	1		25		P	P
5		Langue Et Lit 10*	1		22		D*	D*
5		Ukrainian 10 *	1		11		VD*	VD*
3		Art 10	2			47	P	P
3		Occupations 10	2		59		P	P
3		Physical Education 10 *	1		10		D*	D*
5	✓	Physical Education 10	7		76	92	R	R
3		Religious Studies 15 *	1			13	D*	P
3		Accounting 10	4		56	58	P	P
5		Typewriting 10	6		72	72	P	P
5		Clothing & Textiles 10 *	1		18		D*	D*
5		Food Science 10	2		17	26	P	P
5		Personal Living Skills 10	1			30	P	P
5		Work Experience 15	2		15	5	P	P
5		Special Projects 10			10	4	P	P
5		Etudes Sociales 10	1		25		P	P
3		Basic Business 10	3		46	34	P	P
5		Industrial Education 10	3		39	15	P	P
3		Instruction Religieuse 15 *	1		12		D*	P
5		Education Physique 10	1		24		P	P
3		Computer Processing 10	7		47	83	P	P
5		Dactylographie 10 *	1			19	D*	D*
5		Mathematiques 10 *	1			19	D*	D*

GRADE X COURSES

COURSE CREDIT	H.S. Dipl. Req.	COURSE NAME (01)	NO. OF CLASSES (03)	ENROLMENTS			PRESENT	POSSIBLE
				TEN MONTH (04)	FIRST SEMESTER (05)	SECOND SEMESTER (06)	PROTESTANT	CATHOLIC
3		*Biologie 10* ★	1			16	D*	D*
3		*Chemie 10* ★	1			14	D*	D*
							11 Doubtful	9 Doubtful
							Loss of	Loss of
							about 43	about 37
							credits	credits

D-Doubtful
R-Required
P-Possible

GRADE XI COURSES

				PRESENT			POSSIBLE	
				ENROLMENTS				
COURSE CREDIT	H.S. Dipl. Req.	COURSE NAME (01)	NO. OF CLASSES (03)	TEN MONTH (04)	FIRST SEMESTER (05)	SECOND SEMESTER (06)	PROTESTANT	CATHOLIC
5	✓	English 20	3		44	25	P	P
5	✓	English 23	3		38	62	P	P
5	✓or	Social Studies 20	3		58	30	P	P
3	✓or	Personal Psychology 20	2		34	36	P	P
3	✓or	General Psychology 20 *	2		36	36	P	P
3	✓or	General Sociology 20	1			12	D*	D*
3	✓or	Western Canadian History 20	1			20	P	P
5	✓	Mathematics 20	4		60	32	P	P
5	✓or	Mathematics 23	2		19	30	P	P
5	✓or	Mathematics 25 *	1		19		D*	D*
3		Biology 20	4		54	47	P	P
3		Chemistry 20	3		48	28	P	P
3		Physics 20	3		48	14	P	P
5		French 20	2		14	13	P	P
5		French 21 *	1		14		D*	D*
5		Langue Et Lit 20 *	1			12	D*	D*
5		Ukrainian 20 *	1			8	D*	D*
5		Art 20	2		10	10	P	P
3		Law 20	2			42	P	P
5		Physical Education 20	4		42	42	P	P
3		Religious Studies 25 *	1			9	D*	P
3		Accounting 20	2		23	11	P	P
5		Marketing 20	1		22		P	P
5		Shorthand 20 *	1			10	D*	D*
5		Typewriting 20	2		19	18	P	P
5		Food Science 20	2		9	11	P	P
5		Industrial Education 20A	3		12	30	P	P
5		Work Experience 25	2		53	70	P	P
3		Special Projects 20	2		5		P	P
5		Special Projects 20	2		5		P	P
3		Instruction Religieuse 25 *	1		12		D*	P
5		Office Procedures 20 *	1		18		D*	D*
5		Etudes Sociales 20 *	1			12	D*	D*
141		TOTAL GRADE XI CREDITS					10 Doubtful Loss of about 44	8 Doubtful Loss of about 38

D-Doubtful
R-Required
P-Possible

GRADE XII COURSES

COURSE CREDIT	H.S. Dipl. Req.	COURSE NAME (01)	NO. OF CLASSES (03)	ENROLMENTS			PRESENT	POSSIBLE
				TEN MONTH (04)	FIRST SEMESTER (05)	SECOND SEMESTER (06)	PROTESTANT	CATHOLIC
5	✓or	English 30	3		44	15	R	R
5	✓	English 33	3		30	50	R	R
5	✓	Social Studies	2		18	31	P	P
5	✓or	Mathematics 30	3		42	27	P	P
5	✓or	Mathematics 31	1			22	P	P
5	✓	Mathematics 33	1			23	P	P
5	✓or	Biology 30	3		31	23	P	P
5	✓or	Chemistry 30	3		15	42	P	P
5	✓	Physics 30	1			30	P	P
5		French 31 *	1			7	D*	D*
5		Langue Et Lit 30 *	1		5		D*	D*
5		Art 30 *	1		11		D*	D*
5		Law 30 *	1		8		D*	D*
5		Physical Education 30	2		25	19	P	P
5		Accounting 30	2		11	17	P	P
5		Office Procedures 30 *	1			14	D*	D*
5		Typewriting 30 *	1			14	D*	D*
5		Industrial Education 30A	1			12	P	P
5		Work experience 35	2		48	30	P	P
5		Special Projects 30 *	2		5	5	P	P
3		Instruction Religieuse 35 *	1			6	D*	D*
							~~	~~~~
							7 Doubtful	7 Doubtful
							Loss of	Loss of
							about 33	about 33
							credits	credits
							////////	////////
		GRAND TOTALS					28 Doubtful	24 Doubtful
							Loss of	Loss of
							about	about
							120 credits	108 credits
103		TOTAL GRADE XII CREDITS						

Lakeland School Districts (Status Quo)

		(A) Fixed Capacity*	(B) Exempt (Leases, Etc.)	(C) 5% Exemption (.05 x (A-B))	(D) Operational Capacity (A - (B+C))	(E) 1983 Enrolment	(F) Utilization Ratio (E/D)	(G) Excess Space (D-E)
Lakeland No. 5460								
(Non-Bonnyville)								
	Ardmore	275		14	261	198	.759	63
	Cold Lake	350	125	11	214	131	.612	83
	Fort Kent	440	165	14	261	94	.360	167
	Glendon	565		28	537	346	.644	191
	Grand Ctr. Elem	475	45	22	408	337	.826	71
	Grand Ctr. J.H.	315	30	14	271	166	.613	105
	Grand Ctr. H.S.	730		37	693	515	.743	178
	Iron River	250		13	237	158	.667	79
	Nelson Heights	390		20	370	197	.532	173
	Subtotal	3790	365	173	3252	2142	.659	1110
(Bonnyville)								
	Bonnyville Cent. H.S.	565	50	26	489	483	.988	6
	Duclos	300	30	14	256	195	.762	61
	Bourgoin	365	30	17	318	235	.739	83
	Subtotal	1230	110	57	1063	913	.859	150
District total		5020	475	230	4315	3055	.708	1260
Lakeland RCSSD No. 150								
(Non-Bonnyville)								
	Assumption	275	30	12	233	182	.781	51
	Elizabeth Elem.	100		5	95	82	.863	13
	St. Dominics	350		18	332	170	.512	162
	Subtotal	725	30	35	660	434	.658	226
(Bonnyville)								
	Ecole Notre Dame	390	30	18	342	259	.757	83
	Notre Dame Elem.	700	30	34	636	545	.857	91
	Subtotal	1090	60	52	978	804	.822	174
District Total		1815	90	87	1638	1238	.756	400

*Includes 1984 capital projects already approved.

Lakeland School Districts (BCHS Takeover)

		(A) Fixed Capacity*	(B) Exempt (Leases, Etc.)	(C) 5% Exemption (.05 x (A-B))	(D) Operational Capacity (A - (B+C))	(E) 1983 Enrolment	(F) Utilization Ratio (E/D)	(G) Excess Space (D-E)
Lakeland No. 5460								
(Non-Bonnyville)								
	Ardmore	275		14	261	198	.759	63
	Cold Lake	350	125	11	214	131	.612	83
	Fort Kent	440	165	14	261	94	.360	167
	Glendon	565		28	537	346	.644	191
	Grand Ctr. Elem.	475	45	22	408	337	.826	71
	Grand Ctr. J.H.	315	30	14	271	166	.613	105
	Grand Ctr. H.S.	730		37	693	515	.743	178
	Iron River	250		13	237	158	.667	79
	Nelson Heights	390		20	370	197	.532	173
	Subtotal	3790	365	173	3252	2142	.659	1110
(Bonnyville)								
	Duclos	300	30	14	256	195	.762	61
	Bourgoin	365	30	17	318	235	.740	83
	(BCHS Displaced)	---	---	---	---	263	---	-263
	Subtotal	665	60	31	574	693	1.207	-119
District Total		4455	425	204	3826	2835	.741	991
Lakeland RCSSD No. 150								
(Non-Bonnyville)								
	Assumption	275	30	12	233	182	.781	51
	Elizabeth Elem.	100		5	95	82	.863	13
	St. Dominic's	350		18	332	170	.512	162
	Subtotal	725	30	35	660	434	.658	226
(Bonnyville)								
	Ecole Notre Dame	390	30	18	342	259	.757	83
	Notre Dame Elem.	700	30	34	636	545	.857	91
	Bonnyville Cent. H.S.	656	50	26	489	221	.452	268
	Subtotal	1655	110	78	1467	1025	.699	442
District Total		2380	140	113	2127	1459	.686	668

Bonnyville Area Facility Requirements (Status Quo)

	Actual			Projected						
	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990
Lakeland No. 5460 (Bonnyville Area)										
A. Fixed Capacity			1230	1305[a]	1305	1305	1305	1305	1305	1305
B. Operational Capacity			1063	1138	1138	1138	1138	1138	1138	1138
C. Enrolment Projection (1.5%)	901	955	913	927	941	955	969	984	998	1013
D. Excess Space (B-C)			150	211	197	183	169	154	140	125
Lakeland RCSSD No. 150 (Bonnyville Area)										
A. Fixed Capacity			1090	1090	1090	1090	1090	1165[b]	1165	1165
B. Operational Capacity			978	978	978	978	978	1053	1053	1053
C. Enrolment Projection (1.5%)	812	792	804	816	828	841	853	866	879	892
D. Excess Space (B-C)			174	162	150	137	125	187	174	161

a 75 spaces (approved immediately) at BCHS

b 75 spaces added Sept. 88 (approved in 1987)

Bonnyville Area Facility Requirements (BCHS Takeover)

	Actual			Projected						
	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990
Lakeland No. 5460 (Bonnyville Area)										
A. Fixed Capacity			665	965[a]	965	965	965	1015[b]	1015	1015
B. Operational Capacity			574	859	859	859	859	907	907	907
C. Enrolment Projection (1.5%)	655	709	693	702	713	724	734	745	757	768
D. Excess Space (C-D)			119	157	146	135	125	162	150	139
Lakeland RCSSD No. 150 (Bonnyville Area)										
A. Fixed Capacity			1655	1655	1655	1655	1655	1655	1655	1655
B. Operational Capacity			1467	1467	1467	1467	1467	1467	1467	1467
C. Enrolment Projection (1.5%)	1038	1015	1025	1040	1056	1072	1088	1104	1120	1138
D. Excess Space (C-D)			442	427	411	395	379	363	347	329

a 300 spaces approved 2 years before takeover

b 50 spaces approved in 1988

Alberta

EDUCATION

MEMORANDUM

FROM J. Cameron
Field Administrative Officer

OUR FILE REFERENCE

YOUR FILE REFERENCE

TO W. E. Hathaway
Associate Director
Policy and Planning
School Buildings Services

DATE May 11, 1984

TELEPHONE

SUBJECT Financial Positions
Lakeland R.C.S.S.D. No. 150
Lakeland S.D. No. 5460

With reference to my memo of December 15, 1983, the following is an update and indicates the actual revenues and expenditures for 1983:

1. Lakeland R.C.S.S.D. No. 150

1982	Revenue	$5,201,861
	Expenditure	5,043,573
	Surplus for Year	$ 158,288

Accumulated Surplus/Deficit Account December 31, 1982
Surplus $722,513

1983	Revenue	$5,398,188
	Expenditure	6,133,520
	Deficit for Year	$ (735,332)

Accumulated Surplus/Deficit Account December 31, 1983
Surplus $31,710

Debt Charges

1982 Revenue $215,946, Expenditure $244,713
Unsupported Debt Charges $28,767 = 11.75% = .67 mills

1983 Revenue $248,392, Expenditure $267,094
Unsupported Debt Charges $18,702 = 7.1% = .41 mills

. . . /2

2. Lakeland School District No. 5460

1982 Revenue	$10,383,526
Expenditure	10,449,200
Deficit for Year	$ (65,674)

Accumulated Surplus/Deficit Account December 31, 1982
Surplus $53,770

1983 Revenue	$11,536,991
Expenditure	11,505,068
Surplus for Year	$ 31,923

Accumulated Surplus/Deficit Account December 31, 1984
Surplus $85,693

Debt Charges

1982 Revenue $764,770, Expenditure $848,997
Unsupported Debt Charges = $84,227 = 9.92% = 1.19 mills

1983 Revenue $1,465,276, Expenditure $1,636,701
Unsupported Debt Charges = $171,425 = 10.47% = 2.30 mills

J. Cameron

JC/klh

Alberta

EDUCATION

MEMORANDUM

FROM J. Cameron
Field Administrative Officer

OUR FILE REFERENCE

YOUR FILE REFERENCE

TO W. E. Hathaway
Associate Director
Policy and Planning
School Buildings Services

DATE May 11, 1984

TELEPHONE

SUBJECT Financial Positions
Lakeland R.C.S.S.D. No. 150
Lakeland S.D. No. 5460

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	Expenditure	6,133,520
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. . . /2

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	Expenditure	10,449,200
	Deficit for Year	$ (65,674)

Accumulated Surplus/Deficit Account December 31, 1982
Surplus $53,770

1983	Revenue	$11,536,991
	Expenditure	11,505,068
	Surplus for Year	$ 31,923

Accumulated Surplus/Deficit Account December 31, 1984
Surplus $85,693

Debt Charges

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1983 Revenue $1,465,276, Expenditure $1,636,701
Unsupported Debt Charges = $171,425 = 10.47% = 2.30 mills

J. Cameron

JC/klh

POOR

QUALITY

ORIGINAL